No. 1

## BULLETIN

OF THE

## STATE NORMAL AND INDUSTRIAL SCHOOL

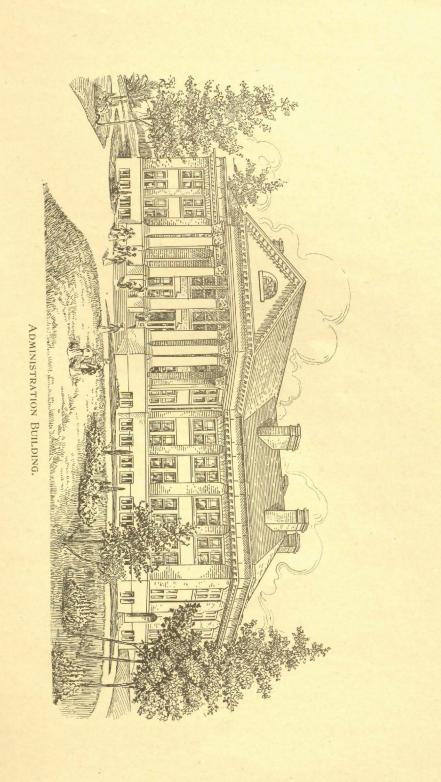
FOR WOMEN



FREDERICKSBURG, VA.

FIRST SESSION BEGINS SEPTEMBER 26, 1911.

Application made for admission to Second Class Mail Matter at the Postoffice at. Fredericksburg, Virginia,



# State Normal and Industrial School for Women

FREDERICKSBURG, VIRGINIA



Announcements 1911--1912

FIRST SESSION BEGINS SEPTEMBER 26th, 1911

> R. A. KISHPAUGH, PRINT FREDERICKSBURG, VIRGINIA. 1911.

## School Calendar.

First term begins Tuesday, September 26, 1911.

Christmas holiday begins Friday December 22, 1911.

Christmas holiday ends Tuesday, January 2, 1912.

First term closes Tuesday, February 6, 1912.

Second term begins Thursday, February 8, 1912.

Second term ends Friday, June 14, 1912.

Students may enter at the beginning of either term.

Students are advised to enter at the beginning of the first term, and if possible remain through the entire session.

#### BOARD OF TRUSTEES.

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## Officers.

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OFFICERS OF THE BOARD.
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ORGANIZATION OF THE BOARD BY COMMITTEES.
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J. S. Peters, Chairman.  George C. Round,  S. W. Holt,  J. D. Eggleston, Jr.

The President of the Board is ex-Officio Member of All Committees.

### FACULTY.

E. H. RUSSELL,

President.

Educated in the public schools of Richmond City; the Virginia Military Institute, and Richmond College. For three years engaged in private school work at Fishburne's Military Academy, Waynesboro, Va., and Virginia Classical Institute at Glade Springs. Eight years Superintendent of Schools of Bristol; five years member of State Board of Public School Examiners for the First Circuit; six years conductor of State Summer Schools at Emory and Henry College and Fredericksburg.

W. N. HAMLET,

Mathematics and Science.

Educated in the public schools of Lynchburg; C. E. Virginia Military Institute; special courses in Science at the University of Virginia. Experience as principal of High Schools; Ashland, Va., Lonoke, Ark. Several years instructor in Science in State Summer Schools. Ten years head of Science Department of John Marshall High School, Richmond; eight years Professor of Analytical Chemistry in the Department of Pharmacy, Medical College, Richmond, Va.; three years Director of Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.

A. B. CHANDLER, Jr., Latin and Social Sciences.

B. A. and M. A. University of Virginia. Special course in law, Washington and Lee University. Experience: Several years teacher in Virginia private schools. Principal Clifton Forge Public Graded and High Schools; principal of Leigh Public School, Richmond. Instructor in Mechanics Institute, Richmond; for several years instructor and conductor Summer Normal Schools. Vice-President of the Virginia State Teachers' Association. Author of numerous educational articles.

HUGH S. BIRD,

Department of Education.

Educated at Peabody Normal College. Sixteen years Chair of Education and Psychology, William and Mary College; twelve years instructor in Virginia State Summer Schools; Superintendent public schools of the county of James City and city of Williamsburg. Superintendent public schools of Fredericksburg.

VIRGINIA E. STONE, Primary Methods and Supervisor in Training School.

Graduate State Normal School, Farmville; special work at Columbia Teachers' College, New York; instructor in primary work in Virginia State Normal Schools; twelve years teacher in primary and grammar public schools at Radford, Pulaski and Bristol; assistant supervisor of primary department of State Normal School, Farmville.

Frances L. Withers, Domestic and Household Arts.

Educated at Chester High School, Chester, S. C., Clifford Seminary, Union, S. C., Martha Washington College, Abingdon, Va., Teachers' College. New York. Experience: Several years as teacher of Grammar and Primary grades in the public schools of South Carolina; head of the Department of Domestic Science and Arts in the Isidore Newman Manual Training School, New Orleans.

#### M. CATHERINE STRAITH,

Rural Arts.

Educated in the public and high schools of Ontario, Canada; the Owen Sound Collegiate Institute and Chatham Institute, Ontario; Toronto Normal School; McDonald Institute, Guelph, Canada; College of Agriculture, Cornell University. Experience: Ten years in the Rural Arts work in the graded schools of Canada; one year assistant in the Department of Nature Study of Cornell University; several years work in school gardening in rural schools.

OLIVE M. HINMAN, Manual Training and Drawing.

Educated at State Female Normal School, Farmville, Va.; Teachers' College, Columbia University, New York. Experience: Three years Supervisor of Drawing in public school, Columbia, Penn.; Three years demonstrator and special supervising teacher for Teachers' Institutes in Virginia, Tennessee, Texas, New York, New Jersey and Pennsylvania; one year Supervisor of Drawing and Industrial Arts at Branch Manor, N. Y.

VIRGINIA M. GOOLRICK,

History.

Educated in Virginia private schools; summer courses at the University of Virginia; full course Columbia Teachers' College, New York. For several summers was instructor in Virginia Summer Schools; for a number of years teacher in the public schools of Fredericksburg.

English.

#### ANNIE I. ANTHONY,

Modern Languages.

A. B. and A. M. Randolph-Macon Woman's College; special course at Johns Hopkins University; teacher in Valley Female College, Winchester; Hardin College, Mexico, Mo.; in the public schools.

BERNICE M. WHITE,

Director of Music.

Educated at Auburn High School, Auburn, N. Y. Graduate New York State Normal School, Cortland, N. Y.; summer work at the Cornell University; graduate as Supervisor of Music under Dr. Hollis Dann, Cornell University. Experience: Grade teacher in Public Schools, Ithaca, N. Y. Teacher of Music in Public Schools, Ithaca, N. Y.

CARY GRAVES.

Director of Physical Education.

Educated at the Bedford City High Schol; Presbyterian College for Women, Charlotte, N. C.; two summers work at the University of Virginia. Experience: Principal public school in Wise county, and Director of Gymnasium, Fredericksburg College.

Dr. Annie Veech, Resident Physician and Teacher of Biology.

MARION C. FORBES,

Head of the Home.

Graduate State Normal School, Farmville. Taught in the public schools at Houston and Radford, Va. For the past ten years Lady Principal of the Woman's College, Richmond, Va.

Dr. C. MASON SMITH,

Consulting Physician.

## State Normal and Industrial School for Women

#### AT FREDERICKSBURG, VIRGINIA

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#### ESTABLISHMENT.

The Act providing for the establishment of the State Normal and Industrial School for Women at Fredericksburg, Virginia, was approved by the General Assembly March 14, 1908, and may be found in Chapter 284 of the Acts of Assembly of that year. Some of the provisions of that Act are:

First. That for the establishment of the State Normal and Industrial School for Women at Fredericksburg the sum of \$25,000 should be available on and after February 28, 1909, upon the condition that the said school be established near or within the corporate limits of the city of Fredericksburg, in the county of Spotsylvania or Stafford; and upon the further condition that an appropriation of not less than \$20,000 be paid by the city of Fredericksburg and county of Spotsylvania or Stafford upon the establishment of the said school, and that the site and plans for the buildings for the said school be submitted, inspected and approved by the State Board of Education.

Second. That the said school should be under the supervision, management and government of the Board of Trustees, consisting of ten members appointed by the Governor, and ratified by the Senate. The Superintendent of Public Instruction is to be an ex-officio member of said Board, and also a member of the Executive Committee should such a committee be appointed by the Board.

Third. The said Board shall be a body corporate under the name and style of the State Normal and Industrial School for Women at Fredericksburg, Virginia.

For a full text of this Act reference is made to pages 427-8-9 of the Acts of Assembly of 1908.

Acting in accord with this Act, Governor Claude A. Swanson appointed the first Board of Trustees.

The General Assembly in 1910 made an additional appropriation for buildings and equipment of \$120,000.

#### THE NORMAL SCHOOL.

The idea has prevailed that anyone with an ordinary classical education was necessarily a teacher. To this fact is due the tardy recognition of the professional teacher. The knowledge of the subject matter is an essential, but it is not the only essential for the successful teacher. The knowledge of how to properly present that subject matter to others is of equal importance. Many of our best teachers, it is true, were not educated in Normal schools, but they have been successful in spite of that fact and not because of it.

It is impossible to secure the best results in our public schools without teachers who have been specially prepared for the profession. While the mission of the normal school, as the mission of all schools, is to prepare men and women for life service, the primary aim of the normal school is to offer an education that will

peculiarly prepare persons for the teaching profession.

The field of service of the normal school is so wide that it should appeal to every friend of education. A mistake arises frequently in the conception that a normal school is not a cultural school. The fact is, that the normal school offers a most liberal culture, and at the same time inspires the greatest desire for efficient service, which, after all, is the real mission of life.

The object of the normal school in Virginia should be the offering of proper instruction in the art of teaching those branches that are taught, or should be taught, in the public schools of Virginia. To this end it should stand for high scholarship, the study of education as a science, and thorough practice in teaching under expert direction.

The duty of a normal school is to prepare prospective teachers for a vocation that requires general and technical knowledge. It is also in no less a degree its duty to develop ability in meeting and controlling conditions that will inevitably arise in the school-room. It is necessary for teachers to have a quick appreciation of the environment and conditions under which they must work. In order then to secure the best results normal training must be of the most practical character. It should offer practice work under conditions that will as nearly as possible approach those that will surround the teacher in her life work. Probably the most effectual means of securing this practical experience is in connection with a system of public schools affiliated with the normal school. Here the teacher has the opportunity of seeing applied to actual school conditions the great principles of education of which she will have learned in the class room, her attention being taken from general statements to particular applications of the same to the individual pupil, for whose benefit, after all, the whole system of education is maintained.

The young teacher must not only be well taught in the art, science

and methods of education, but must be directed by experts in real schoolroom work. Real education to-day is that character of education that prepares a woman or man for the highest efficiency in American citizenship. This leads our people to the proper appreciation of industrial education, which is undoubtedly as

necessary and as important as any other.

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The close relation between mental and motor activity is so generally accepted that it is hard to conceive a strong course of study for a normal school that does not include manual training, domestic science, rural arts and other phases of industrial education. A normal school without industrial education is not in reality a normal school in the modern sense of the term.

#### PURPOSE OF THE NORMAL SCHOOL AT FREDERICKSBURG.

The purpose of the State Normal and Industrial School for Women at Fredericksburg is primarily to meet the needs of the public school system by offering an opportunity to the young women of the State to properly equip themselves to teach in the public schools. This school will aim to give the young women such an education as will not only make them superior teachers in the schoolroom, but leaders of thought in communities in which they make their homes.

Academic instruction will be given in such a manner as to cultivate the professional idea. The controlling thought will be to present the subject matter in such a way as to teach the student how to teach others. While it is primarily the object of this school to prepare teachers for the public schools, it must be recognized that the greater part of the life of the graduates of our normal schools is spent in the home circle rather than in the schoolroom. In order then to make the institution of the greatest possible value to the Commonwealth, the energies of the school will be focussed upon those influences that contribute to the development and elevation of home life.

Instruction will be given in purely academic branches, and also in such industrial branches as will give its graduates power, culture and individual independence; all of which will better enable them to increase the happiness, comforts, and pleasures of the home. No school can render its greatest service to a State, unless its work accords with the life environment of the student. To this end the aim of the school will be to keep in view Virginia conditions and Virginia problems.

In the Department of Education thorough instruction will be given in academic and professional work. All the various principles and methods of teaching will be so thoroughly taught as to enable the teacher to leave the Normal prepared to take charge of any

school that she may select.

In the departments of Rural Arts, Household Arts, Manual Arts, etc., students will be taught those things that will better prepare them for the environment of their future life. The aim being to educate the student into the life that she is to live, and not away from it.

It is realized that the educational need of to-day is the teacher who is properly prepared, not alone in subject matter and theory,

but for practical industrial activity.

#### FREDERICKSBURG.

Fredericksburg is at the head of the navigable waters of the Rappahannock river. It has a population of about six thousand, and enjoys the reputation of being one of the oldest, most historic and interesting of the smaller American cities. While it is an old and historic city, the idea must not obtain that it is not progressive and modern.

It is the market for a large agricultural section, and has many manufacturing plants furnishing employment to a large number of skilled and unskilled workmen. It is about 125 miles from the Chesapeake Bay and has three boats a week to and from Baltimore. These are magnificent river boats; large, comfortable and offering every convenience of travel. There is also boat communication with Norfolk.

Fredericksburg is sixty-two miles from Richmond and fifty-five miles from Washington. There are twenty-four passenger trains passing through the city every day on the main trunk line north and south. There are also daily passenger trains running from

Fredericksburg to Orange Courthouse.

With the Maryland, Delaware and Virginia steamboat lines, the Richmond, Fredericksburg and Potomac, the Atlantic Coast Line, the Seaboard Air Line, the Piedmont, Fredericksburg and Potomac Railroads making close connections in Alexandria, Doswell, Orange Courthouse, Richmond and Washington with all the leading railroads of the east, it can safely be said that there is not a more accessible city or town anywhere in Virginia.

Fredericksburg is a city that is inspiring in its historic interest. Here are to be found the home of General Washington; of Mary, the mother of Washington; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the old Rising Sun Tavern—the resort of General Washington and many of his contemporaries; and many other places associated with nearly every period of American history. It would be difficult to find any

spot in America more closely associated with our colonial, revolutionary and Civil War history. Hundreds of tourists visit the city

every year, attracted to it by its historical importance.

The climate is ideal, and cannot be surpassed anywhere. Fredericksburg has been peculiarly free from epidemics, and we know of no city that offers a more favorable health record. The city is favored with superior telegraph and telephone facilities, prompt mail delivery, water supply, gas, electric lights, and all modern municipal improvements. The city is an educated, cultured, Christian community, and has always enjoyed a well deserved reputtion for hospitality.

#### SITE FOR THE SCHOOL.

The school occupies about sixty acres on a ridge known as Marye's Heights. It is one of the most elevated points in Tidewater Virginia, and commands a magnificent view of the Rappahannock valley. A most happy feature of the school grounds is a beautiful grove of more than six acres. This grove contains many varieties of our most attractive native trees, and offers a delightful park for students.

The topography of the campus is sufficiently rolling to make it in every way attractive. In the center of the grounds is a spring of pure water that enjoys quite an enviable local reputation. The campus will be plotted for tennis, basket ball and other athletic

amusements appropriate to such an institution.

The elevation of the school is such as to give at all times pure air, and with its close proximity to the city, the school will enjoy the benefits and advantages of both country and city life without the inconvenience or discomforts of either.

#### BUILDINGS.

For the first session there will be two buildings, the Dormitory and the Administration Building. The Dormitory is a large, three-story building of Ionic architecture, built in the shape of an H, so as to give excellent light effect for every room.

On the first floor are the parlors, reception rooms, the private offices of the head of the home, and assistants in the home department. The dining room, which is a spacious, handsome, well lighted and well heated hall, will accommodate about two hundred and fifty people. The kitchen is large, convenient and equipped in accord with the most modern plans.

The second and third floors are devoted to sleeping rooms for students. Some members of the faculty will also room in the

Dormitory.

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On the second floor are also rooms set apart for use as a temporary infirmary. These rooms are equipped with all necessary convenience, such as private baths, toilets, medicine chests and hospital furniture. There is also on this floor a comfortable Reading Room.

This building is one of the most modern and thoroughly equipped dormitories in the South. In addition to the rooms set apart for the faculty and other purposes for the first year, the building will accommodate about 110 students.

The building is finished with pressed brick, and has a handsome home-like general appearance. The stairways and the portion of the building over the furnaces are fire-proof, and since there is a broad stairway at each end of the building, the danger incident to

panic or fire is reduced to a minimum.

Every room is 14' 6" x 14' 6", and finished in a neat, attractive manner. Nothing but first class material is used about the building. The rooms are intended to comfortably accommodate two persons, and are furnished with single iron beds with high grade mattresses, and ample bedding. There are two closets in every room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with a generous supply of both shower and tub baths. The building is heated with steam and lighted with electricity.

#### ADMINISTRATION BUILDING.

The Administration Building, which is of Corinthian architecture and in the shape of a Roman cross, is a handsome structure finished with pressed brick. It contains reception rooms, the administrative offices, library and social rooms. It has sixteen large, well lighted and ventilated lecture halls with two commodious laboratory rooms.

In the basement is a large, well ventilated gymnasium, running

track, swimming pool, lockers, and baths.

On the second floor is an auditorium that will accommodate about five hundred. The building is heated throughout with steam, lighted with electricity and ventilated in accord with the most modern methods of ventilation.

#### LIBRARY.

The school is furnished with a good working library. The books have been selected with a view to securing those that are of the most vital service, and will be most helpful to the students. Valuable reference books bearing on every department are provided. Students will have access to the standard authors in fiction, history,

biography, as well as technical works. The tables are liberally provided with weekly and daily newspapers, and the leading magazines. The library will be in charge of someone appointed for that work, and opened at such hours as will best serve the needs of the students.

#### SCHOOL APPARATUS AND EQUIPMENT.

The furniture for both the Dormitory and Administration buildings is of the most modern and approved character. The aim has been to practice economy by buying the very best that could be secured at as reasonable price as possible, and not to purchase that which was cheap in quality, as well as price.

The Chemistry and Physical laboratories are equipped with such

apparatus as is necessary for effective work.

In the Household Arts department there is ample equipment for instruction in cooking, sewing, etc. The rooms used for this department, as well as for the department of Manual Arts and Rural Arts are furnished in accord with the needs of the work given.

In securing apparatus for these departments, as well as for the gymnasium and other departments of the school, there was no effort at extravagant or elaborate expenditure; the idea being to secure an equipment which will best meet the needs of a new school.

#### FACULTY.

The school secured a Faculty selected purely upon its merits. Every care has been taken to employ men and women who are especially equipped with expert preparation for the positions they occupy. Practically all of the Faculty have had experience as teachers in the public schools of Virginia, which render them familiar with the problems of our public school life and specially prepared to assist prospective teachers.

#### TUITION.

The school was created primarily to prepare teachers for the public schools. To this end free tuition is given to all Virginia students who intend teaching at least four sessions in the public schools of Virginia. Teachers who have taught in the public schools of the State before entering the Normal will be given credit for the number of sessions that they have taught. Students wishing these scholarships entitling them to free tuition should be recommended by the Superintendent of Schools of the division in which they live. Students from other States and students from Virginia, who do not hold scholarships will be charged a tuition fee of \$15.00 the term, or \$30.00 the session.

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#### HOW TO SECURE STATE APPOINTMENTS.

Students who desire the appointment which carries with it free tuition should make application to the President of the school for the necessary blank and directions. A similar blank will be found in the back of this prospectus. The blank should be filled out by the student, approved by the Division Superintendent and forwarded to the President of the school. Students desiring these appointments are required to express an intention of teaching in the public schools of the State at least four sessions. If they have already taught in the public schools credit will be given. No tuition will be charged persons now teaching in the public schools.

#### SPECIAL FINANCIAL AID.

#### STATE LOAN FUND.

The State Legislature has provided for the establishment of a Loan Fund from which small amounts may be loaned to worthy students at 4 per cent. The amount available for this purpose is small, but it is sufficient to aid a few students who may wish to take advantage of it. Applications for aid from this fund should be made to the President of the school.

#### AID BY EMPLOYMENT.

It frequently occurs that very excellent students are unable to attend a school on account of financial embarrassment, but they could have their desire gratified if it were possible to secure some employment that might decrease the cost. This school is desirous of helping worthy students whenever possible. There will be a few positions carrying with them light employment that will not interfere with the student's school work and will offer material financial assistance. Students desiring employment of this kind should apply to the President of the school promptly, as there are usually more requests than there are positions to offer.

#### TEXT BOOKS.

The text books used by the students may be purchased at the school. Someone will be in charge of the supply room and such supplies as stationery, books, postage, etc., will be sold to the students at a price covering the absolute cost of the article, plus the cost of handling.

Students are not required to purchase at the supply room, but it will be maintained purely for the convenience of the student-body, and all purchases must be cash transactions.

#### LOCAL STUDENTS.

Students who live near the school may attend as day students. Students living at a distance who desire to board with relatives or friends in the city may be received, provided the arrangements as to board meet the approval of the President.

Day students will be subject to the same school regulations as boarding students. Any special departure from the usual regulations governing the boarding students must be approved by the President of the school.

#### DISCIPLINE.

The discipline of the school will be largely the cultivation of the practice of self-control. Students will be treated with confidence in their desire to do right, because it is right. Few, if any, iron-clad rules will be made, but the constant effort will be to create at all times such an atmosphere and spirit as will cultivate an easy and natural desire for the best ideals in life.

#### SPECIAL STUDENTS.

Students will be admitted to special courses, such as Rural Arts, Household Arts, etc., at the beginning of any term, provided they present satisfactory evidence of their qualifications for entering these classes. In considering applications for these courses, special courtesy is shown the teachers of experience.

#### RELIGIOUS LIFE.

Fredericksburg is favored with excellent church advantages. There are convenient to the school churches of the following denominations: Methodist, Baptist, Presbyterian, Episcopal and Roman Catholic. These churches are all active and prosperous, having regular services every Sunday, and also strong Sunday-schools.

The school will have chapel exercises at regular intervals in connection with its work, at which time members of the faculty, ministers of the city and others will speak to the students. All religious associations in the school will be strictly non-sectarian.

Students will be expected to attend some church, preferably the choice of their parents. In the school there will be such organizations as the Young Woman's Christian Association and other religious associations intended to improve the student life and develop the strongest character.

#### HEALTH.

Nature has done her part toward making the health conditions of the school the most favorable that could be desired. It is our aim to do our part in assisting nature. Someone has asked, "What does it profit a student if she gains the whole curriculum and loses her health?" Appreciating the importance of this, the first thought of the school will be the development of strong, healthy women.

Every student, unless specially excused by a physician, will be required to take physical training under the direction of the Physical Training teacher. Regular systematic exercise will be compul-

sory.

The school is provided with a large, well ventilated gymnasium, which contains sufficient equipment for all general needs. Special attention will be given by the Physical Director to various forms of out-door exercise and amusements. In the regular work of the school special emphasis will be placed on all subjects relating to health.

#### MEDICAL ATTENTION.

The school has the constant services of a resident woman physician, and in emergency cases, if thought necessary, the resident physician will call for consultation a practicing physician of the city selected by the Board.

The fee for medical attention is \$3.00 the session, payable on

entrance and not returnable.

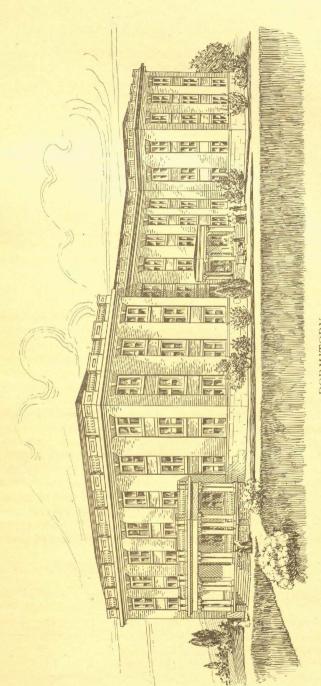
While they are advised to do so, students are not required to pay this fee and thus secure the services of the school physician.

If students employ physicians other than the school physician they will settle for such service direct with the physician employed.

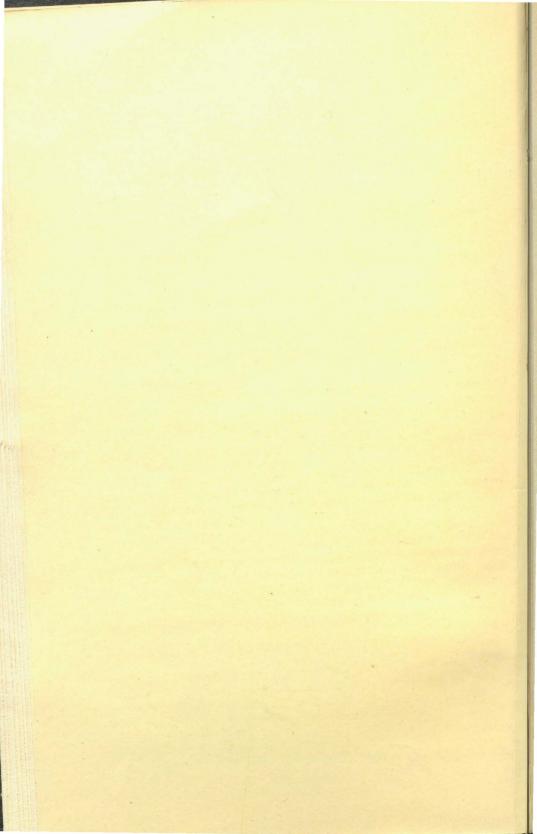
Medical attention does not include surgical operations or medicines. In the dormitory are rooms furnished and arranged for infirmary purposes. They are provided with private baths, toilets, lockers, closets and modern hospital furniture.

#### SPECIAL TRIPS.

The school is fortunate in being situated so convenient to Washington and Richmond. Richmond, the Capitol of the State and former Capitol of the Confederacy, is rich in places of historical interests, and has many strong educational features. Washington must be conceded as containing more places of educational interest than any other city in America. To the average student a trip to Washington is an education in itself. With the railroad facilities so favorable, students can conveniently spend a day in either of



DORMITORY.



these cities. Trips will be arranged at suitable times with special provision as to care and comfort of the students. On all such trips students will be accompanied by some experienced person who can so direct the party as to secure the best educational results.

#### EXPENSES.

Tuition for students who have taught or expect to teach in the public schools of Virginia is free.

For all other students \$15.00 the term, or \$30.00 the session.

Board, which includes all regular living expenses and laundry,
\$67.50 the term, or \$135.00 the session.

Medical attention, \$3.00 the session. Gymnasium uniform from \$3.00 to \$5.00.

Text books from \$3.00 to \$8.00, depending upon courses. No extra fees for registration, diplomas or laboratories.

#### IMPORTANT GENERAL NOTES.

Students are not admitted to the school under fifteen years of age.

Students are not expected to enter until they have completed the public school course offered at their homes.

Tuition, when charged, is required to be paid by the term in advance.

No deduction is made for absence under three weeks.

Students entering late in the term will be charged from the beginning of the term, unless they are as late as three weeks.

Students living near the school and wishing to go home to spend Saturday and Sunday will make special arrangements with the President of the school.

All communications seeking information in regard to the school should be addressed to the President.

Rooms will not be reserved for students later than one week after the beginning of a term.

It is advisable to engage rooms as soon as possible.

#### A WORD TO STUDENTS.

Try to be present the first day of the first quarter, which is September 26, 1911.

Notify the President a few days before you come, stating when you expect to arrive.

Upon reaching Fredericksburg inquire at the depot for the representative of the Normal School.

Come directly to the President's office.

Bring your baggage check to the President unless it is asked for by the representative of the school.

Have your mail addressed "Care Normal School," Fredericksburg, Va.

Do not delay in making your arrangements for entering.

### Courses of Instruction.

For the session of 1911-1912 the school will offer the following courses:

- 1. The Regular Course.
- 2. The Professional Course.
- 3. Manual Arts Course.
- 4. The Household Arts Course.
- 5. Rural Arts Course.
- 6. Professional Elementary Course for Primary Grades.
- 7. Professional Elementary Course for Grammar Grades.

#### REGULAR COURSE.

As soon as the State high schools become sufficiently numerous and are developed so that conditions permit, it is the aim of this school to require for entrance to the regular course the equivalent of two full years of high school work, as outlined in the course required by the State for accredited high schools.

Until these conditions prevail, the entrance requirements will be a thorough knowledge of Arithmetic, Geography, English Grammar, United States History, Virginia History, Physiology and Hygiene, and other branches taught in the Grammar Grades of Virginia public schools.

At present it is a broad four-year high school course that covers not only the work required by the State to be done in the regular accredited four-year high schools, but other branches specially appropriate to Virginia conditions and helpful to Virginia teachers.

The object of this course is to give thorough academic instruction on subject-matter from the professional or normal school view-point.

#### PROFESSIONAL COURSE.

This course is, as its name indicates,—essentially professional. In order to secure a full diploma from the school, this course must be taken after the completion of the equivalent of a standard four-year high school course.

Students may be permitted to take this course after completing three full years of high school work, or its equivalent. These

students will be issued by the school a Professional Certificate which will entitle them to a Virginia Professional Teacher's Certificate, issued by the State Board of School Examiners, good for seven years and renewable for a similar period from time to time.

## PROFESSIONAL ELEMENTARY COURSE—PRIMARY GRADES.

This course entitles the holder to a Professional Elementary Certificate—Primary Grades, issued by the State Board of School Examiners, and is good in any of the primary public schools of the State for a period of seven years and renewable for a similar period from time to time.

The course is based upon that outlined by the State Board of School Examiners, and is intended to meet the needs of teachers who now hold High School or First Grade Certificates and wish to specialize in primary work.

## PROFESSIONAL ELEMENTARY COURSE—GRAMMAR GRADES.

This course entitles the holder to a Professional Elementary Certificate—Grammar Grades, issued by the State Board of School Examiners, and is good in any of the grammar grades of the public schools of the State for a period of seven years and renewable for a similar period from time to time.

The course is based upon that outlined by the State Board of School Examiners, and is intended to meet the needs of teachers of experience, who now hold High School or First Grade Certi-

ficates, and wish to specialize in grammar grade work.

#### SPECIAL COURSES.

The school has secured a strong faculty for teaching the Industrial Arts, and students are offered exceptional advantages in this character of work.

The demand for education of this type in Virginia is rapidly growing, and students who wish to become teachers or supervisors of this phase of school work will find here an opportunity for thorough preparation.

This education is helpful not only to the teacher, but to every woman, whether in the home or in the school. The courses offered the first year of the school are Manual Arts and Drawing, House-

hold Arts and Rural Arts.

#### ADMISSION.

Students who live convenient to a good high school are advised

to complete the course there before applying for admission to the Normal School,

Students must be fifteen years old, of good moral character, and must have a thorough knowledge of the subjects taught in the grammar grades of the public schools.

Students will be classified according to their preparation.

Great care will be taken to place students where they can do the most effective work.

While the school wishes the students to advance as rapidly as consistency with thoroughness will justify, young women are cautioned against a desire to enter classes beyond their preparation.

In order that methods or professional training may be productive of the best results, they must have thoroughly mastered the subjectmatter.

#### DIPLOMAS AND CERTIFICATES.

The school offers courses leading to the Diploma; the Professional Certificate; the Rural Arts Diploma; the Manual Arts Diploma; the Household Arts Diploma; and the Elementary Certificate; Professional Elementary Certificate for Primary Grades; Professional Elementary Certificate for Grammar Grades.

#### THE DIPLOMA.

The Diploma is given upon completion of the two years' professional course. The entrance requirement for this Diploma is the completion of the four years of the academic work in this school; a diploma from an accredited four-year high school, or its equivalent; a diploma from an accredited three-year high school, or its equivalent, with one year's additional work in this school. To the holder of the Diploma will be issued by the State Board of School Examiners a Full Normal Professional Certificate, good anywhere in the State for a period of ten years and renewable for similar periods from time to time, which makes it in reality a Life Certificate.

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#### PROFESSIONAL CERTIFICATE.

This certificate is given upon the completion of the two years' professional course. The entrance requirement for this certificate is the completion of the first three years of the Academic Course in this school; a diploma from an accredited three-year high school, or its equivalent. The Professional Certificate entitles the holder to a Normal Professional Certificate issued by the State Board of School Examiners. This certificate is good anywhere in the State

for a period of seven years and may be renewed for a similar period from time to time.

#### MANUAL ARTS DIPLOMA.

This diploma is given upon the completion of the Manual Arts Course, and will entitle the holder to a Special Manual Arts Certificate, issued by the State Board of School Examiners, which is good in any of the public schools of Virginia for a period of five years and renewable for a similar period from time to time.

Students who have completed two years of high school work may begin this course, but before receiving the diploma it will be necessary for them to complete the four years' academic work in this school or the course in an accredited four-year high school, or

its equivalent.

#### RURAL ARTS DIPLOMA.

The Rural Arts Diploma is given to the students who complete the Rural Arts Course. Students who have completed two years of high school work may begin this course, but before receiving the diploma it will be necessary to have completed the four years' academic work in this school or the course in an accredited fouryear high school, or its equivalent.

To the holder of this diploma will be issued by the State Board of School Examiners a Special Certificate for the teaching of Rural Arts, good in any of the public schools of Virginia for five years

and renewable for a similar period from time to time.

#### HOUSEHOLD ARTS DIPLOMA.

This diploma is given upon the completion of the Household Arts Course, and entitles the holder to a Special Certificate issued by the State Board of School Examiners, to teach Household Arts, and is good in any of the public schools of Virginia for five years and renewable for a similar period from time to time.

Students who have completed two years of high school work may begin this course, but, before receiving the diploma, it will be necessary to have completed the four years' academic course in this school or the course in an accredited four-year high school, or its

equivalent.

#### THE ELEMENTARY CERTIFICATE.

Students who complete the first year of the Professional Course, after having completed the first three years of the Academic course, may be issued an Elementary Certificate which will entitle them to

a First Grade Certificate, issued by the State Board of School Examiners, good for one year. Students who complete the first year of the Professional Course, after having completed the full Academic Course or its equivalent, will be issued a First Grade Certificate by the State Board of School Examiners, good for three years. The object of these certificates is to afford the teachers who find it impracticable to complete the full course by continuous attendance an opportunity to teach a while and, returning at a later date, complete the full course.

#### PROFESSIONAL ELEMENTARY CERTIFICATE— PRIMARY GRADES.

Teachers holding First Grade Certificates, who have taught at least nine months, and teachers holding High School Certificates, who have taught at least six months in the primary grades of a public school, may complete the Professional Elementary Course for primary grades and be issued the Professional Elementary Certificate—Primary Grades, which entitles them to a Professional Elementary Certificate—Primary Grades, issued by the State Board of School Examiners, and good in any of the primary schools of the State for seven years and renewable for a similar period from time to time.

This course can be completed in one year.

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#### PROFESSIONAL ELEMENTARY CERTIFICATE— GRAMMAR GRADES.

Teachers holding First Grade Certificates who have taught at least nine months, and teachers holding High School Certificates who have taught at least six months in the grammar grades of a public school may complete the Professional Elementary Course for grammar grades and be issued the Professional Elementary Certificate—Grammar Grades, which entitles them to a Professional Elementary Certificate—Grammar Grades, issued by the State Board of School Examiners, and good in any of the grammar schools of the State for seven years and renewable for a similar period from time to time.

This course can be completed in one year.

#### REGULAR COURSE.

The Regular Course of the school covers at present the course of study in the standard four-year high schools of Virginia, with the addition of certain broadening branches necessary for the equipment of the teacher. It will be noted that Physical Education and Public School Music are required every year.

This school does not desire to encroach upon the work of the high school, and just as soon as conditions permit, the first and second years of the regular course will be discontinued. The entrance requirements for this course will then be the completion of the first two years of the standard Virginia High School, or the equivalent.

For the present, however, the entrance to this course will be a thorough knowledge of English Grammar, Arithmetic, Geography, United States History, Virginia History, Physiology and Hygiene, and other branches taught in the grammar grades of Virginia public

schools.

#### FIRST YEAR.

Entrance requirements: The possession of any regular Virginia Teacher's Certificate, or sufficient work in school, when approved by the Committee on Classification.

Required studies:

English Algebra Physical Geography Ancient History Public School Music Physical Education.

#### Electives:

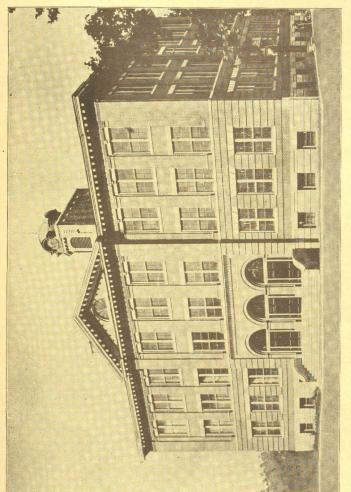
Latin French German,

#### SECOND YEAR.

Entrance requirements: Completion of the first year of this course; the possession of any Virginia Teacher's Certificate evidencing completion of High School branches enumerated in the first year's course; evidence of sufficient preparation when approved by the Committee on Classification.

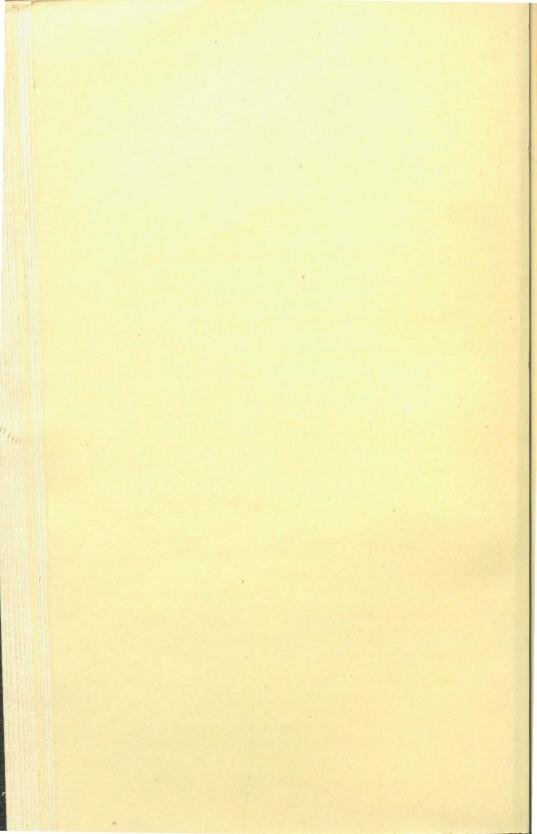
Required studies:

English (Rhetoric and Literature)
Algebra
Plane Geometry
Arithmetic, Second term
Physiology and Hygiene
Mediaeval and Modern History
Public School Music
Physical Education.



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CITY PUBLIC SCHOOL BUILDING.
The Training and Observation School for the State Normal.



#### Electives:

Latin French German

#### THIRD YEAR.

Entrance requirements: Completion of the second year of this course; the possession of any Virginia Teacher's certificate evidencing the completion of the High School branches enumerated in second year's course; evidence of sufficient preparation when approved by the Committee on Classification.

#### Required studies:

English, including American Literature
English History
Geometry
Physics
Chemistry
Civics
Public School Music
Physical education.

#### Electives:

Latin
French
German
Manual, Rural, or Household Arts
Psychology (see Detail of Course)
Trigonometry.

#### FOURTH YEAR.

Entrance requirements: Completion of the third year of this course; the possession of any Virginia Teacher's Certificate evidencing the completion of the High School branches enumerated in third year's course; evidence of sufficient preparation, when approved by the Committee on Classification.

#### Required studies:

English, including Southern Literature Chemistry Physics Advanced History of United States Virginia School History and School Laws Public School Music Physical Education Mathematics,

#### Electives:

Latin
French
German
Manual, Rural, or Household Arts
Advanced Geometry
Education (see Detail of Course).

#### PROFESSIONAL COURSE.

For candidates for the full diploma the entrance requirement to this course is graduation from a standard four-year High School, or its equivalent.

For candidates for the Professional Certificate, the entrance requirements are three years' work in an accredited High School, or its equivalent. In either case, the Committee on Classification is to be the judge of the student's qualification.

#### Required studies:

Methods in Arithmetic
Methods in Language
Methods in Geography
Methods in Nature Study
Methods in History
Methods in Drawing
Child Psychology
General Psychology
General Method of Education
School Management
Observation of School Work
Public School Music
Physical Education,

#### Electives:

Latin
French
German
Manual, Rural, or Household Arts.

#### SECOND YEAR.

(Not offered Session 1911-12.)

Entrance requirements: Completion of first year professional course.

Required studies:

History of Education Philosophy of Education Practice in Teaching in Training School Physical Education Public School Music,

#### Electives:

The student must satisfy the Committee on Classification of her ability to prosecute successfully the above required studies before

she considers electing other work.

Entrance to the Second Year of the Professional Course is open only to those who have completed the first year of the Professional Course at this or some other normal school of like standing. As this is the first year of this school and we do not think it wise for students so near graduation in other schools to interrupt their course, the second year of the Professional Course will not be offered at Fredericksburg during the session of 1911-1912.

## PROFESSIONAL ELEMENTARY COURSE—PRIMARY GRADES.

This course is offered for teachers who have taught at least six months on a high school certificate and teachers who have taught nine months on a first grade certificate and wish to specialize for work in the primary grades of our public schools.

Required studies:

Principles of teaching, with special emphasis on how to study; primary methods in reading, language, arithmetic, nature study and home geography; hygiene; music and games; primary industrial work; drawing; and observation work or practice teaching.

## PROFESSIONAL ELEMENTARY COURSE—GRAMMAR GRADES.

This course is offered for teachers who have taught at least six months on a high school certificate and those who have taught nine months on a first grade certificate and wish to specialize for work in the grammar grades of our public schools.

Required studies:

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Principles of teaching, including how to study; the methods of teaching arithmetic, civics and history, geography, language, reading and literature; hygiene; drawing; practice teaching or advanced observation; and elementary agriculture and school gardening, or manual training, or domestic economy.

## Departments of Instruction.

#### EDUCATION.

#### COURSE No. 1.—GENERAL PSYCHOLOGY.

A course in the subject suitable for teachers. Three periods per week, first term, first Professional year. May be taken as an elective not earlier than third year of Regular Course by students over nineteen years of age.

#### COURSE No. 2.—CHILD PSYCHOLOGY.

The nature and development of the mind during childhood and adolescence; supplemental to Course No. 1, not to be taken before that course. Three periods per week, second term, first Professional year. May be taken as an elective during fourth year of Regular Course.

#### COURSE No. 3.—GENERAL METHOD.

The psychological development of subjects; the educational process as a whole; fundamental principles of education. Five periods per week, first term, first Professional year. May be taken as an elective during last year of Regular Course with permission of head of the department.

#### COURSE No. 4.—SCHOOL MANAGEMENT.

The problems of the school which lie outside of considerations of subjects taught; discipline; moral training; the child as a social being, as a member of society. Five periods per week, second term, first Professional year. May be taken as an elective during Regular Course with permission of head of the department.

## COURSE No. 5.—VIRGINIA SCHOOL HISTORY AND SCHOOL LAW.

Three periods per week, second term, fourth year, Regular Course. Students entering first Professional year are required to take this course before full graduation.

#### COURSE No. 6.—HISTORY OF EDUCATION.

The essential features of the educational thought of the past which survive in modern practice. Five periods per week, first term, second Professional year.

#### COURSE No. 7.—PHILOSOPHY OF EDUCATION.

The scientific and purely theoretic aspect of education; the especial function of education in a democracy. Five periods per week, second term, second Professional year.

#### COURSE No. 8.—OBSERVATION IN PRACTICE SCHOOL.

Required of all candidates for full diploma during first Professional year to correct too theoretic attitude towards teaching. Time required will vary with age and previous experience of student.

#### COURSE No. 9.—PRACTICE TEACHING.

Required for full diploma during last Professional year. To be arranged after entrance of student.

Courses on special Methods in each public school subject to be found in this catalogue in the several departments.

As this is a school primarily for the training of teachers, no courses are offered in this department which are not required for full graduation. The order in which they should be taken, together with certain variations on the same, will be found in the appended diagram.

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#### REGULAR COURSE.

#### PROFESSIONAL COURSE.

FIRST AND SECOND YEARS.	THIRD YEAR		FOURTH YEAR.		FIRST YEAR.		SECOND YEAR,	
	FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM.	FIRST TERM.	SECOND TERM
As maturity of mind and knowledge of fundamental subject matter are requisite for the most elementary phase of educational work, no courses are offered for the first two years of the Regular Course.		[Course 1.]  General Psychology.	[Course 2.] Child Psychology. [Course 3.]	Va. School History and School Law.	Course 1.  General Psychology. 3 periods.	Course 2.  Child Psychology. 3 periods.	Course 8, Observation.	Course 9. Practice.
			General Method.	[Course 4.] School Management.	General Method of Education.	Course 4. School Management.	Course 6.  History of Education.	Philosophy of Education.
					5 periods.	5 periods.	5 periods.	5 periods.
		while desi Course m	2, 3 and 4 [in brackets] gned for the Professional ay, under certain condi- d on page 28, be taken in burse.					

#### TRAINING SCHOOL.

The Normal School has the full use of the public schools of the City of Fredericksburg as a training school. The equipment consists of a modern school building of fifteen class-rooms and auditorium, fitted throughout with modern furniture and apparatus. No kind of school work which the graduate of the Normal School may be called upon to know (except the one-room, ungraded country school) will be unfamiliar to the full graduate, as students will be required to become conversant with all phases of modern school practice from the management of the class-room and the development of the subject to the inquiry into home conditions of the children.

The work of the student will be at all times under the direction of the Critic teachers, and no attempt will be made to create ideal conditions in the Practice School, so that the graduate will feel helpless when she goes out to teach her own school on a salary.

It is not intended to allow the student-teacher to experiment on the pupils of the Practice School any more than the medical student is allowed to experiment upon the patient in the hospital, but they will see good school work and take part in the same to a limited extent until they become competent to handle it unassisted.

The Practice School has seven hundred pupils, and covers all the

grades through the fourth year of High School work.

If inquiry be made as to how many teachers have even seen school work, except that done by themselves, the advantages of this valuable adjunct to the Normal School and its students can be readily appreciated.

The head of the Department of Education is also the Superintendent of Schools of the City of Fredericksburg, thus insuring the

complete fulfillment of the purposes of both.

## Mathematics.

#### ACADEMIC ARITHMETIC.

This course will be a systematic and thorough review of Arithmetic, the aim being to develop the unity of the subject, to teach thoroughly the underlying principles, to correct errors and imperfections, to train to systematic reasoning, clearness in statement, to accuracy and rapidity in calculations, and to introduce commercial usages. In this course emphasis will be placed upon the subject-matter more than upon methods of presentation.

## PROFESSIONAL ARITHMETIC.

This course will be primarily to train the students to teach Arithmetic. The aim, therefore, will be to present the subject from a teacher's standpoint, to arrive at the logical order of Number Knowledge, to develop and illustrate the principles and methods of instruction in primary and intermediate grades, to present outlines for the work of each grade, to emphasize the practical application of arithmetical principles, to introduce methods and devices for interesting pupils, to briefly discuss the culture and ethical value of the subject, to trace briefly the development of mathematics historically, to correlate arithmetic with other subjects, to observe the model teaching in the grades, and to practice teaching under supervision. Emphasis is placed, in this course, upon the pedagogical rather than upon the academic aspect of the subject.

## ELEMENTARY ALGEBRA.

To quadratics: This course will be for those who have never studied Algebra. It will include the function, scope and logical order of Algebra, its relation to Arithmetic, its notation and fundamental ideas, the four fundamental operations, factoring, highest common factor and lowest common multiple, fractions (including complex fractions), linear equations, surds (radicals), involution, evolution, exponents (including fractional and negative). An attempt is made to teach the students to think clearly and to draw definite conclusions based upon the given data. Especial attention is paid to the language of the subject, to describing and relating algebraic processes. The graph is used to illustrate as far as possible.

## HIGHER ALGEBRA.

This course will be for those who are sufficiently familiar with

Elementary Algebra. It will include quadratic equations, equations in quadratic form, simultaneous equations involving quadratics, problems depending upon quadratic equations, inequalities, ratio and proportion, progressions, permutations and combinations, binomial theorem, logarithms, series, the theory of equations, and graphical methods.

#### PLANE GEOMETRY.

This course covers the usual theorems and constructions of a good text-book. Use is made of supplemental propositions and problems. Some attention is given to historical notes and modern developments of the subject. Emphasis is placed upon a systematic study of the original and graphical solutions. The aim is to impress the essential facts of the subject, to equip the student with the forms of deductive reasoning, to make the study a drill in accurate thinking and expression, to develop reliance on reasoning power and not on memory.

#### SOLID GEOMETRY.

This course covers the usual theorems and constructions of a good text-book. Free use is made of supplemental propositions and problems. Special attention is given to a systematic study of the original solution. The aim is, in every respect, similar to that in Plane Geometry.

#### PLANE TRIGONOMETRY.

This course includes a study of the trigonometric functions as ratio and lines and their relations. It embraces all topics usually covered in a standard text-book, including both natural and logarithmic functions. It will be made as practical as possible.

## SPHERICAL TRIGONOMETRY.

This course will include all topics usually covered in a standard text-book.

#### CHEMISTRY.

#### INORGANIC CHEMISTRY.

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I. The completion of a standard text-book, in order to give the student a comprehensive and connected view of the most important facts and laws of the subject. Much attention is given to the common illustrations of chemical laws and to their application to the

chemistry of daily life. Reference is made on all occasions to the applications of chemistry to practical problems, especially to those of a domestic nature.

2. Instruction by lecture-table demonstrations.

3. Individual laboratory work, consisting of approximately six periods per week. Each student is required to perform a fixed number of experiments, which are intimately connected with the text-book course. Students capable of doing more are given an opportunity to do so. The laboratory work is followed not as an end in itself, but as a further means of securing a clear conception of the underlying principles, to acquire skill in manipulation, to train to be keenly observant, and to independently reason out the explanation of the phenomena observed. Very complete and systematic notes are required. A definite system of recording is adopted and adhered to for all experiments and demonstrations. The form and composition of the note-books are frequently criticized.

#### ANALYTICAL CHEMISTRY.

This course is intended for those who expect to teach the subject in high schools. It includes the separation and identification of the common metals, the identification of the acid radicals, simple experiments in both volumetric and gravimetric determinations, and the study of the reactions involved.

## ORGANIC CHEMISTRY.

This course is a study of carbon and its compounds with special reference to their practical uses. The same plan of instruction as for Inorganic Chemistry is pursued.

## PHYSICS.

This course includes:

- 1. The completion of a standard text-book, in order to give the student a comprehensive and connected view of the most important facts and laws of elementary physics. Much attention is given to the application of physics to daily life.
  - 2. Instruction by lecture-table demonstrations.
- 3. Individual laboratory work, consisting of approximately six periods per week. Each student is required to perform a fixed number of experiments, which are intimately connected with the text-book course. Students capable of doing more are given an opportunity to do so. The laboratory work is followed not as an

end in itself, but as a further means of securing clear conceptions of the principles and phenomena considered. Very complete and systematic notes are required. A definite system of recording is adopted and adhered to for all experiments and demonstrations. The note-books are frequently criticized by the instructor.

#### HOUSEHOLD ARTS.

#### DOMESTIC SCIENCE.

Cookery.—Laboratory and lecture classes in the theory and practice of cookery, including serving of meals; marketing; cost and dietary value of foods.

Foods.—This course aims to give a knowledge of the composition of foodstuffs, and their manufacture and production. Lectures, readings and excursions.

Household Economy.—Theory and practice of the care of the house and its furnishings; methods of work; and household accounts.

Theory and Practice of teaching Domestic Science. Lectures, conferences and practical work.

#### DOMESTIC ART.

Elementary Clothing.—The fundamental principles of hand and machine sewing, applied to the making of undergarments and simple dresses are presented.

Dressmaking.—This course teaches the principles of design in dress; color harmony; the selection of colors for individuals; the cutting and finishing of gowns.

Embroidery.—This course gives the principle stitches used in decorative art applied on undergarments, fancy waists, household linens and gowns.

Theory and Practice of teaching Domestic Art. Lectures and practice teaching.

#### RURAL ARTS.

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Soils.—Origin and formation. Kinds, classification, physical properties, chemical composition, soil-water, treatment of soils, tas an drainage, irrigation, tillage, enrichment.

Botany.—The plant from seed to seed. Seed-germination, testing, selection; the flower, its parts, work of roots, leaves, skins, flower, fruit; needs of plans, identification, weeds, oecology, etc.

Zoölogy.—A study of animal life with special reference to animals of the farm—earthworm, toad, frog, birds, etc., and domestic animals.

Horticulture.—Propagation of plants, budding, cutting, layering, grafting, improvement and care, selection, pruning, forcing, study of special crops of the vicinity.

- (a) Horticulture—indoor and outdoor culture of flowers and shrubs with special relation to home gardens, school gardens, window boxes; seeds and seedlings, transplanting, hot-beds, greenhouse work, enemies of flowers and their control.
- (b) Bush and Small Fruits—Nature, care, enemies and their control, marketing.
- (c) Pomology—the growing of large fruits.
- (d) Vegetable Culture—the nature and needs of common vegetables; use of hot-beds and coldframe; growing for market.

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Entomology.—Study of insects with special reference to their economic importance. Methods of control.

Dairy.—Milk and its care, food value. Babcock test, bacteria, the dairy cow.

Animal Husbandry-Care of farm animals.

Poultry.—A study of varieties, feeding, housing, etc.

Laboratory and field work to be carried on in connection with all subjects.

Nature Study.—Study of common things, fundamental information and methods of teaching.

School Gardening.—Methods, purpose, plans, correlation with school work, equipment, individual and observation plots.

It is the aim of the Department of Rural Arts to help solve the common problems of the farm, to develop an intelligent appreciation of country life, and, through knowledge, to create enthusiasm for rural activities.

#### MANUAL ARTS.

The aim of this department is to develop through a logical course in art teaching, power to work with concrete problems, which require judgment, skill of hand, self-expression and inventiveness, together with that appreciation of beauty which controls good taste.

The study line, form, proportion, good spacing and color in design, drawing and composition are closely correlated in the Fine

and Industrial Art classes.

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Elementary Bookbinding and Leather Work.—This course is given without special equipment, and affords instruction in the principles and processes of bookmaking. The special problems include the making of boxes, portfolios, desk-pads, note-books, kodak and scrap-books, all of the problems in book-mending, and special work in tooled leather. Many of these problems are planned and designed in the first year class in drawing, and all will require the study of form, proportion, good spacing and color.

Ceramics.—This course is planned to give opportunity for the study of form and proportion in design, through the medium of clay. Original designs are made in the second year class in drawing. Bowls, candlesticks, tiles and other pieces of pottery will be made. Practice will be given in the application of glazes, and in the firing of the kiln.

Metal and Enamel Work.—This course will acquaint the student with the tools and processes used in hammered and raised work. The problems given result in a good working knowledge of sheetmetal work. Bowls, trays, boxes, candlesticks and other things will be made of copper and enriched with decorations by repoussé enamelling and etching. Simple jewelry will also be made in this class. Designs for this work will be made in the third-year class in drawing.

Wood Working and Wood Carving.—This course offers training in the use of the common wood working tools, designing and constructing simple useful articles of wood with enrichment of carving lirectly related to their construction.

Professional Course.—In the professional years the course is planned to give the typical forms of Industrial Art which are pracical in the elementary grades and high schools. It will include the naking of models in paper and cardboard, simple bookbinding, clay nodelling, wood work, textile weaving and basket making.

The course will also include the study of the theory and practice f teaching Industrial Arts. It will require teaching and observation, reading, discussion, the organization of courses of study suit-

able for the average schools, methods of presentation and cost of equipment. Throughout this course the relation of the Industrial Arts to other phases of school work will be emphasized.

#### FINE ARTS.

#### FIRST YEAR.

Nature drawing from large growths of grasses, fruits and flowers, still life drawing from groups of two objects, study of perspective in the foreshortened circle, geometric problems and simple working drawings for problems in bookbinding. Principles of design; original work in composition of landscape and flower forms, ways of creating harmony of line in space, study of value and simple color harmonies in one and two lines, simple printing of book titles.

#### SECOND YEAR.

Arrangements creating harmony of line and mass with straight and curved lines, flower and animal forms in borders, rectangles and circles, study of the beauty of curved lines in designing pottery, designing and lettering posters, stencil cutting and printing of textiles, still life drawing review of perspective of foreshortened circle, flower drawing in mass, study of mono-chromatic and complementary color harmony.

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#### THIRD YEAR.

Figure and animal drawing in line, study of action, original compositions of figures and animals in neutrals and color, lettering and designing covers, book plates and tail-pieces, designing belt buckles, pendants, blotter corners and other pieces for metal work, block printing of textiles, study of analogous and dominant color harmonies, still life drawing, study of perspective angular, parallel and oblique.

#### FOURTH YEAR.

Landscape study from nature, photographs and masters of painting, in line, value and color, original compositions of landscapes for book corners, book plates, brackets, stencil, constructive designs for wood carving, working drawings, mechanical drawing, perspective, study of analogous and dominant color harmony, block printing of textiles and sheets and posters.

Professional Course.—This course gives all phases of drawing for the elementary and high schools, the planning of lessons for

grade children, observation and teaching, with an illustrated lecture course upon Art and Art History.

#### SECOND YEAR.

The second year of the Professional Course is given to the theory and practice of teaching art in the public schools, observation, teaching, reading, discussion, planning lessons and courses of study, practice in grade work in drawing, relation of art to other phases of school work, cost of equipment, and a course in picture study for the elementary grades and high schools.

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#### MUSIC.

The aim of the course in Music in a Normal School is to prepare the students to teach music in the public schools. There is a diversity of opinion as to what this means. In many schools the music work is confined to the singing of songs in morning exercises, etc.

We believe, however, that if music is worth teaching at all, it should be taught as systematically and carefully as any other subject. The teacher must herself be equipped with a knowledge of the fundamentals before she will be able to teach the subject effectively. Elementary courses will be provided for those who have had no previous training.

Sight Reading.—The requirements for the completion of the firstyear Sight Reading include the ability to read at sight simple music such as should be taught in the first four grades of the public schools.

Dictation.—The subject-matter of music, both tonal and rhythmic, is first presented to the sense of hearing. In this course the student gains the power to think tones and sense rhythms, and at the same time acquires a practical knowledge of the Italian syllables used in Sight Reading.

Methods.—This course is devoted to the pedagogical considerapaint tion of music from the kindergarten to the fifth year, inclusive. The work of each year is taken up in detail and all problems which ns tor confront the grade teacher are discussed. There will be model classes of children in the affiliated school for the observation of the ing of eachers.

Chorus Singing.—Chorus work will be required of all students who are able to match tones.

#### ENGLISH LANGUAGE AND LITERATURE.

The aim of this department is to cultivate the ability and habit of thinking and expressing one's thought in good English. The work in literature will strive to be sufficiently comprehensive to give the student mastery of the subject-matter and prepare her to properly appreciate the best literature.

Academic work in the treatment of all phases of subjects will be covered in the Regular Course. The strictly teachers' course will be given in the professional years.

Regular Course.—The work in the Regular Course will include both elementary and advanced work in composition by which the students will be taught clear thinking, the power of conversation, the ability to express in writing. Study of punctuation, capitalization, and paragraphing. Particular attention will be paid at all time in this course to the various grammatical forms.

Rhetoric will be introduced in the second year, and the students will be given the study of part selection, the sentence and composition.

Advanced Rhetoric will be given in the fourth year. Regular lessons in spelling are carried through the entire course.

Reading.—Special attention given to the instruction in reading in all four years.

Literature.—The course in Literature will cover Mythology, English Literature, American Literature, with special attention to the literature of our Southern States.

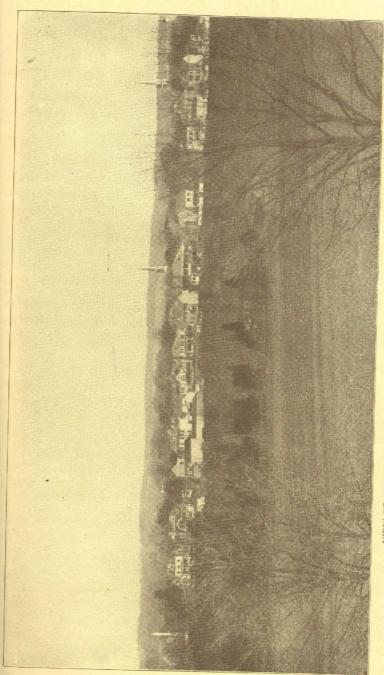
## PROFESSIONAL COURSE.

The work in English and Literature in the professional years will be largely from the viewpoint of the teacher. Special methods will be emphasized in the departments of the subject with a view to instructing the students in the best methods of teaching Reading and Literature, so as to secure the best results in the classroom.

#### BIOLOGY.

The course in Biology will include a study in Zoölogy, Physiology and Botany. Botany will also be taught in the Rural Arts course. The instruction will be obtained by recitation, laboratory work and field work.

The aim of this department will be to give the students an accurate knowledge of the subject and to intensify their interest in life.



VIEW OF WASHINGTON AVENUE, FREDERICKSBURG, FROM THE NORMAL SCHOOL.

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#### HISTORY.

The aim of this course is to teach History as a record of human development and an aid to the study of political institutions and other forms of research. The work is arranged to give the student appreciation of the historical growth and not merely an outline of general facts.

The course will cover study of Virginia History as found in the various text-books in use in Virginia, and supplemented by readings

on assigned topics and papers on special subjects.

A course in Ancient, Mediæval and Modern History based upon such books as Myer's General History, Botsford's Histories of Greece and Rome, Wests Plutarch's Lives, Grecian Poetry, Gayley's

Classic Myths.

English History, text-books: Cheyney's History of England. Thorough drill in the most important phases of the different periods, and attention to the development of Constitutional Government. Reference books: Green's Short History, Gardner's History of England, Lee's Source Book.

United States History.—A broad course will be given in the study of United States History, using such books as Hart's Epochs in American History, American History told by Contemporaries, Channing's Students' History of the United States. In the study of United States History, the subject will be treated generously by assigned readings and papers on special topics.

#### GEOGRAPHY.

Geography is decidedly one of the most important subjects taught in our public schools. It is through a thorough understanding and appreciation of this subject that we come into closest contact to the society of the world.

The aim of this department is to develop the powers of observation, comparison, and give familiarity with the lives, homes, and

conditions of the people the world over.

This course will include a thorough study of Geography, based upon such texts as Frye's Geography, Physical Geography and Commercial Geography.

The course in Nature Study will be embraced in the Rural Arts Course and bear directly upon Elementary Agriculture, School Gardening and kindred work.

#### SOCIAL SCIENCES.

This course will cover work in Civil Government of Virginia, Civil Government of the United States, Economics and Sociology as bearing specially upon conditions in American life.

#### LATIN.

In Latin, five years of work are offered—four years in the Regular Course and one year in the Professional Course.

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In addition to studying the niceties of the language itself and gaining the analytic power incident thereto, the student has opportunity to coördinate the study of this ancient language with that of her mother tongue. The relationship of English to Latin will always be emphasized, and the idioms of the two languages contrasted and compared. In this study the dependence of English upon the Latin will be traced. All the work given in the accredited four-year public high schools will be thoroughly covered in the four years of the Regular Course. Advanced work in Latin will be given in the first year of the Professional Course.

The text-books will be announced later.

#### REGULAR COURSE.

#### FIRST YEAR.

Drill in the forms of inflection and the essential points of syntax. Reading of easy fables. Translation of easy Latin into English and vice versa.

#### SECOND YEAR.

Complete study of forms. Course in Grammar sufficient to begin study of Cæsar. Exercises. Study of literary, social and economic conditions in Roman Empire in Cæsar's time. Life of Cæsar. Two books of Cæsar.

#### THIRD YEAR.

Review of forms. More advanced Grammar. Exercises. Further studies in Roman Life during Cæsar's Epoch. Study of the literary, social and economic setting of Cicero's time. Life of Cicero. Two books of Cæsar and three orations of Cicero.

#### FOURTH YEAR.

Advanced Grammar. Special study of the Cases and the Syntax of the Verb. Advanced exercises involving the more difficult constructions. Study of conditions during Vergil's time. Life of Vergil. Three orations of Cicero and six books of Vergil's Aeneid.

#### PROFESSIONAL COURSE.

#### FIRST YEAR.

An advanced course in Latin is given in the first year of the Professional Course. This will consist of study and discussion of the more intricate points of Latin Syntax; the unusual constructions; a review course in Roman History and Roman Literature. Some of this work will be assigned as parallel. Study of the principles of versification. Reading from the philosophical writings of Cicero; the Odes of Horace (with scansion) and Livy. Continued review, by reference, of advanced grammar.

#### MODERN LANGUAGES.

Two courses will be offered in both French and German.

#### FRENCH.

Course I.—This class will be open to students who have had no previous training in French, but who have been well drilled in English Grammar. The course will include grammar, reading and written exercises. Special attention will be given to the study of vocabularies and conjugations.

Course II.—Students in this class will continue the study of grammar, read some of the best French literature, memorize selections and study something of French Art and History.

#### GERMAN.

Course I.—This course is for beginners in German, and much time will be spent on declensions and conjugations. There will be frequent exercises in translating English sentences into German; and dictation exercises, pronunciation and reading will receive considerable attention.

Course II.—This course includes more advanced work in grammar and composition, reading from standard authors, memorizing selections and vocabulary drills.

## PHYSICAL EDUCATION.

No profession has greater need for poise, self-control and endurance than that of teaching. Anything, therefore, which aids development of these traits is to be desired. Experience has shown that Physical Education does this. Our aim is, not only to train the minds of the girls who come to us, but also to develop their bodies, that the highest degree of efficiency of which they are capable may be attained.

By the use of dumb-bells, Indian clubs and wands; by marches, corrective free movements and apparatus—with informal talks on personal hygiene from time to time—by all of these, faulty carriage and posture are corrected, a tendency to disease is overcome and

habits are formed which are beneficial to the girls, not only during school life, but in after life as well. Gymnastic games, folk dances and swimming lessons vary the work and add greatly to the interest and esthusiasm of the girls. Basketball teams are organized, and friendly rivalry between the classes is fostered by a series of interclass games. Outdoor sports, including tennis, cross-country walking and ice skating are encouraged when the weather permits.

Each girl in the Senior Class is required to make lesson plans and to conduct a class under the supervision of the director, that, at her graduation, in addition to having a trained body herself, she may be able to train the bodies of the children whom she may teach.

The gymnasium is well lighted, well ventilated and reasonably well equipped. A gallery around the gymnasium provides a running track, while shower baths and the swimming pool make exercise much more pleasant.

The class meets two periods a week throughout the entire course, and every girl is expected to take the work, unless excused by the resident physician. The regulation gymnasium suit is worn, but girls are requested not to provide suits before they reach the school, as it is desirable that the whole class wear suits alike. Orders will be given by the Director for suits costing not more than \$5.00 each.

### OF SPECIAL INTEREST.

- 1. Upon entrance, students are required to pay at least \$15.00 to cover the cost of board the first month; \$3.00 for the medical fee; and be prepared to pay \$5.00 for the gymnasium suit.
- 2. All accounts are required to be kept paid at least one month in advance.
- 3. Students are allowed a reasonable number of pieces in the laundry, but for excessive laundry there will be extra charge.
- 4. Clothing should be marked with the student's name in indelible ink. Students should bring with them a clothes bag.
- 5. Students desiring to enter the school, but feeling that they may not be financially able to do so, should write the President, and if there is any way by which they can be assisted he will gladly arrange to have it done.
- 6. It is usually better for students not to undertake to outline their work until they reach the school.
  - 7. All choice of classes must be approved by the President.

- 8. Every assistance necessary will be given at the school to aid students in making a wise selection of classes.
- 9. Students will receive credit for all work prior to entering the school.
- to. A permanent, systematic record of every student's work will be kept by the school. Reports will be sent at regular intervals to parents or guardians.
- II. The President of the school will be glad to correspond with any prospective student in regard to securing a State appointment, giving information as to the course of study, or on any other matters connected with the school, and will take pleasure in assisting her in any way he can in perfecting her plans for entrance.

## CALENDAR FROM JULY. 1911, TO JULY. 1912.

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# Application for Admission.

State Normal and Industrial School for Women.
FREDERICKSBURG, VIRGINIA.

- 1. Applicants for admission will please fill out this blank form, in their own hand-writing, and forward it to the President of the School as early as practicable.
- 2. Prompt attention to this is urged in order to have a room in the Dormitory reserved.
- 3. It is advisable that all applicants write the President of the School stating fully the schools they have attended and the work they have completed.
  - 4. Mail this blank to

E. H. RUSSELL, President, Fredericksburg, Va.

	Fredericksburg, va.
	Date19
1.	Name 2. Age
	Postoffice
4.	County
5.	Name of parent or guardian
6.	What school did you last attend?
7.	Do you hold a teacher's certificate? 8. Grade
9.	Have you taught? 10. How long?
11.	Is your health good?
12.	Do you wish a room reserved for you in the Dormitory?
13.	Do you wish a State appointment entitling you to free tuition?
	14. If so, is it your intention to teach four
ses	sions in the public schools of Virginia?
Na	me in full
	f you wish a State Scholarship, have the Superintendent of sools of your division sign the following:
	hereby recommendappointment as a State Scholarship student.
	(Signed)
	Superintendent of Schools.

